DOCUMENT RESUME

ED 186 083 JC 800 286

AUTHOR Kramer, Gary L.; Winkler, Sandra
TITLE A Career Counseling Program for a Two Year Technical College.
INSTITUTION Trident Technical Coll., Charleston, S.C.
PUB DATE [80]
NOTE 20p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Career Choice; *Career Guidance; Career Planning; Counselor Role; Counselor Teacher Cooperation; Course Descriptions; Faculty Advisers; *Guidance Centers; *Guidance Programs; Organization; Program Descriptions; Program Design; *Technical Institutes; Two Year Colleges

ABSTRACT

The Career Development Program was implemented at Trident Technical College (TTC) during the 1979-80 academic year. The program's objectives are to: (1) assist TTC students in identifying and modifying personal beliefs and expectations about themselves as related to the world of work; (2) aid students in narrowing career options and provide them with the resources for career exploration; (3) help students reach career decisions based on identified skills and personal values; and (4) equip students with efficient job-seeking skills. Sections of the "Career Development Activity Workbook," which is used by the counseling staff in a career development course, correspond to each of these objectives. Achievement of these goals and other outcomes expected of the program is facilitated by a decentralized organization in which individual counselors are assigned to TTC's instructional departments in an effort to improve student access to counselors, to promote frequent contact between counselors and faculty, and to provide for early prognosis and referral of students with academic or career counseling needs. The program description includes a discussion of the Career Development Centers at each of TTC's two campuses; flow charts illustrating the progress of new students in the Career Counseling Program and the structure of the Career Development Center; and an outline of a career development course, "Reasoning and Career Development." (JP)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED186083

# A CAREER COUNSELING PROGRAM FOR A TWO YEAR TECHNICAL COLLEGE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gary Kramer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

JC 800 286

DEVELOPED BY:

GARY L. KRAMER, PH.D.
DEAN OF STUDENTS

SANDRA WINKLER, M.A.
DIRECTOR OF STUDENT DEVELOPMENT

# COUNSELING PLAN

## OVERVIEW

During the 1977-78 academic year, Trident Technical College developed a new counseling systems model. It was projected then that approximately one year would be needed to fully complete and unfold the model design. Meanwhile, during the 1978-79 academic year, an Interim Counseling Plan was implemented by the Student Development Center. During the 1979-80 academic year, the Counseling Plan as described herein was implemented. The purpose of this overview is to describe the implementation process of the Counseling Plan and its philosophy and design.

### Philosophy

The Counseling Plan is designed to coordinate and guide the several counseling functions as pertaining to pre and post student registration. The Counseling Plan supports the Philosophy of the Student Development Center which is:

> The Student Development Center at Trident Technical College will accept students at various stages of development and assist them in achieving their full potential. To accomplish this, the Student Development Center utilizes the career counseling concept including group and individual activities.

### Counseling Plan Goals

The overall goal of the Trident Technical College Counseling Plan is to assist students in making career decisions translatable into academic programs and the occupations and careers which are outcomes of the training process. Inherent within this process is a respect for the individual's integrity, a belief in his/her capacity to make decisions which are best for him/her, and an objectivity which is not influenced by institutional needs.

The specific goals of the Counseling Plan are: (a) to increase students' understanding of themselves and others (self-awareness and assessment); (b) to increase students' understanding of an opportunity to explore educational, leisure, family, occupational, and citizen role alternatives and their interrelatedness (career awareness and explorations); (c) to increase students' ability to select appropriate alternatives and opportunities to try those alternatives (career decision making); and, (d) to increase students' participation in planning for their future and provide skills necessary to implement and monitor career plans (career planning and placement).

## A Career Development Program

A "Career Development Activity Workbook" was developed specifically to address the above goals. Counselors utilizing individual and group activities provided in the "Workbook" assist students in meeting needs previously identified by the admissions process. Students, during the admissions process, are referred, as determined by the counseling staff, to a Career Development course. The course consists of approximately 20-25 students that meets one hour each week for eleven weeks. The content of the course sessions stems from the "Career Development Activity Workbook." A brief description of each component of the "Workbook" follows:

Self-Awareness and Assessment - (To acquire information about personal characteristics of self and others, e.g. interest, abilities, values, and aspirations.)

In the Self-Awareness and Assessment component, the content and activities focus on helping individuals understand themselves and others.

Within this component, individuals begin to develop an awareness of their personal characteristics, interests, aspiration, aptitudes, abilities, values and the characteristics of others.

Individuals learn techniques for self appraisal and the analysis of their personal characteristics in terms of life-career options.

Self-Awareness and Assessment is a life-long process of discovering individuals traits, developing a personal profile, and understanding that these traits and profile are constantly changing.

Career Awareness and Exploration - (To understand and explore the variety and complexity of careers, e.g. occupations, leisure, community and family education.)

The content and activities found in this component focus on the inter-relatedness of family, citizen, leisure and occupational roles: home, school, work and community settings; and, the various events such as job entry, marriage, and retirement, which may occur during the life stages of individuals.

As a result of learning about the interaction of these component parts of the worlds of education, work, family, citizen, and leisure, individuals learn of the reciprocal influences of specific activities and can analyze life style preferences.

Career Decision-Making - (Establishing and evaluating goals, making decisions and acting upon them.)

The central focus of this component is a mastery of decision-making skills related to life-career planning.

Individuals begin to develop skills in this area by identifying the elements of the decision-making process. These elements include gathering information from relevant sources, both external and internal, and learning to utilize the collected information in making informed, reasonable decisions.

Model Career Guidance Program for Michigan Community Colleges, G.E. Rhoads, Ph.D., Montclam Community College, Sidney, Michigan. March 1977.

Career Planning and Placement - (Developing skills in getting a job and keeping it.)

This component contains content and activities designed to help individuals develop and implement systematic programs to reach career goals.

The individual in this component sets out to acquire prerequisite skills and knowledge which lead to his or her life-career goals.

The individual identifies and uses appropriate resources to acquire these skills and knowledges, and consciously assesses progress toward life-career goals, making whatever adjustments are necessary to maintain progress toward meaningful life-career goals.

The individual, in this component, is demonstrating commitment to life-career plans and goals by taking action.

## Counseling Plan Outcome

Based on a knowledge of career choice dynamics and a systematic counseling process assistance can be rendered in decreasing program and career indecisiveness among students. In addition, the Counseling Plan has tremendous potential for assisting students to reach sound mature decisions as they plan their careers. Through careful research and follow-up, it is desired that a positive impact on the following areas occur:

1. A lowering of student attrition
2. A better exposure to existing TTC educational programs
3. Instruction related to career outcomes
4. Assist indecisive students
5. Account for counselor efforts
6. Serve a major student population
7. Align program choice with interest, abilities, etc.
8. Mold sound career/curricular choice by students
9. Provide referral opportunity for students
10. Provide students an opportunity to systematically explore his/her intersts, values or competencies and engage in career decision making and planning

## Unit Counseling

Achievement of the Counseling Plan goals cannot be achieved separate from the courses and programs in which students are enrolled. Student contact and awareness of student progress is important to the success of the Counseling Plan. To achieve this aim, counselors are assigned to instructional units, although their offices remain in the Student Development Center.

The implementation of a decentralized counseling program facilitates an interactive working relationship between counselors and faculty as they attempt to provide meaningful assistance to students. Counselors assigned to instructional units are more readily available for consultation both by faculty and students.

Utilizing a decentralized system, a number of other desirable counseling goals are achievable. Such goals include the following: (1) easy access to counselors by students, (2) frequent contact between counselors and the teaching faculty, (3) early identification and referral of students who need help with study skills, career planning, social or emotional adjustment, and academic adjustment, and (4) and opportunity for a manageable number of students to be assigned to a counselor and a way for a counselor to become acquainted with those assigned to him/her. Significant aspects of TTC's decentralized counseling program are:

1. Counselors are assigned to instructional units and are assigned students, typically those on probation or exclusion, majoring in that unit.

2. Counselors are responsible for providing a continuing in-service for faculty advisors.

3. Counselors attend all unit and program advisory meetings.

4. Counselors assist in developing and coordinating orientation programs for all new acceptances in the unit.

5. Counselors act as a liaison between the unit and all services provided for students.

6. Counselors are to obtain wide exposure to, and where applicable, work experience in local industry relevant to the unit.

7. Counselors have specific responsibility to counsel with students placed on probation within the unit.

8. Counselors conduct career planning with students in order to assist them in assessing their own talents and intersts and relate them to educational programming and to occupational alternatives.

9. Counselors conduct classroom and group presentations in coordination with the instructional unit.

10. Counselors maintain extensive and up-to-date counseling records.

    a. To collect information in a systematic fashion so that the needs of clients will best be served.

    b. To provide statistics about the overall volume and scope to the Student Development Center operation.

    c. To compile these statistics in report form for distribution

The key emphasis of TTC's decentralized counseling concept is placing the Student Development Counselors in the role as a counselor-consultant for instructional units within the College.

## Career Development Center

Career Development Centers are located on both of Trident Technical College's campuses to serve as sources of assistance for students and community members with career, vocational, and educational concerns. The North Campus Center is located in building 300, Room 322, and the Palmer Campus Center is located in the main building, Room 202. Both centers are open from 8:00 am. to 7:00 pm. Monday through Thursday and from 8:00 am. to 5:00 pm. on Friday. Counselors are also available in the Student Development offices to assist individuals in the Career Center until 10:00 pm. A willing staff, consisting of a career counselor and a clerk at each center, is available to help in locating materials and assisting in vocational decisions.

The activities and services of the Career Center are designed to assist in the four (4) areas of Career Development essential to the development of sound career choices. These areas are:

1. Self Awareness and Assessment
2. Career Awareness and Exploration
3. Decision-Making
4. Career Planning and Placement

Each center offers development in self awareness which involves the sharing of information with examination of values, interests, and aptitudes as they relate to career planning. The center provides assistance with career exploration through an in-depth investigation of selected careers. Decision-making involves clarifying goals, processing information, projecting for the future, and arriving at sound vocational decisions. Career planning and placement includes examination of education and training, job seeking skills, and life/work planning.

An initial interview is utilized to determine at which stage of career development an individual can most effectively begin use of the center. Some individuals have done extensive career development and are seeking only up-to-date information. Some come with no idea of what they want to do and must begin at the first step. Others have made decisions based on various levels of information and must do further study and re-evaluat on.

All materials in the centers are cataloged and classified according to the Worker Trait Group (WTG) Filing System and Dictionary of Occupational Titles (DOT) Codes. A central rolodex contains an alphabetical listing by occupations and can direct the user to all sources of information in the center on a specific occupation.

Counseling and follow-up are integral parts of the total career counseling process. Counseling is utilized to determine which of the available resources at each stage are appropriate for each individual and

to aid in interpreting the findings and test results. The ultimate goal of the process is arrival at career decisions translatable into academic programs and the occupations and careers which are outcomes of the training process. Inherent within this process is a respect for the individual's integrity, a belief in his/her capacity to make decisions which are best for him/her, and an objectivity which is not influenced by institutiional needs.

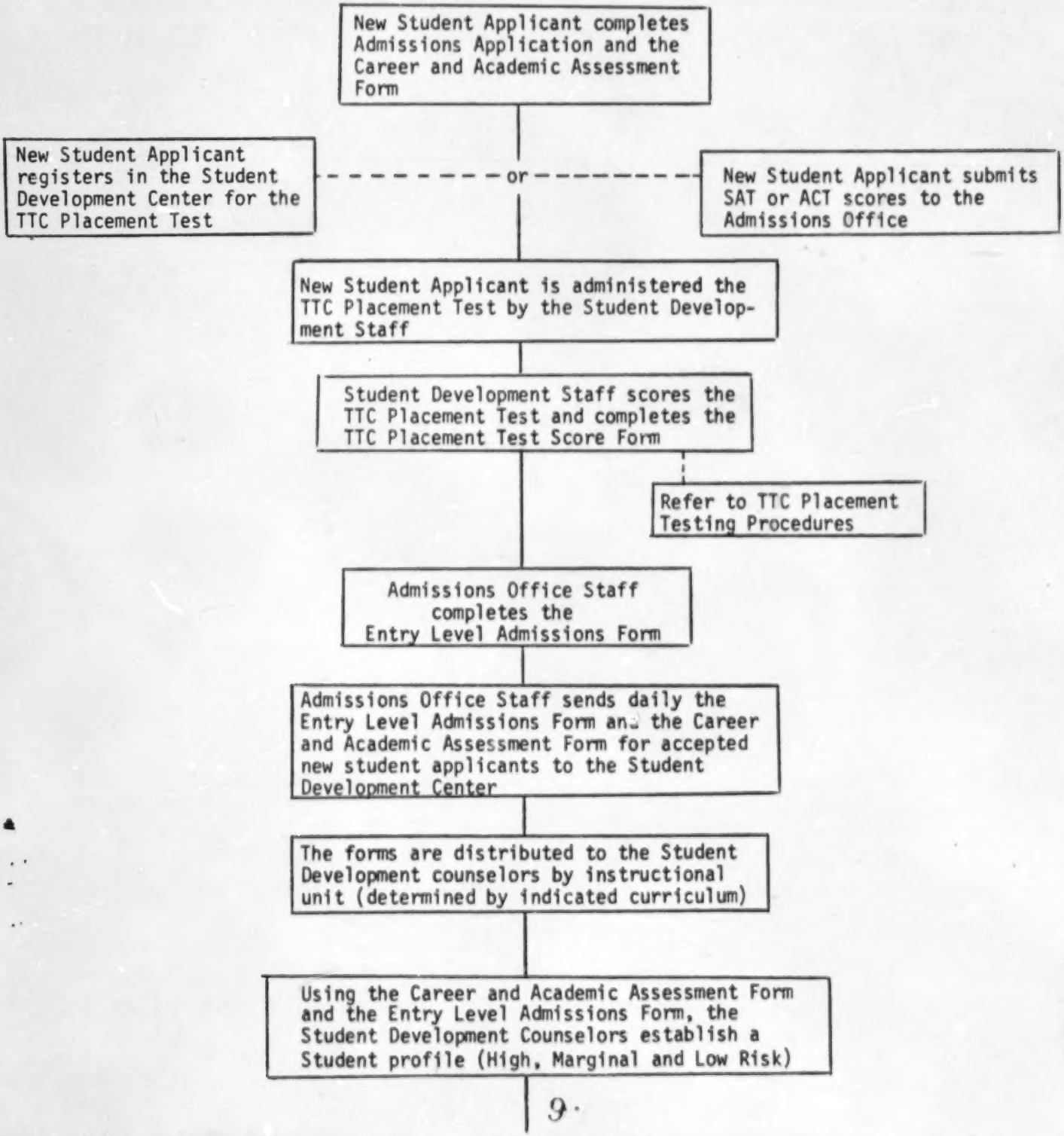
## Summary

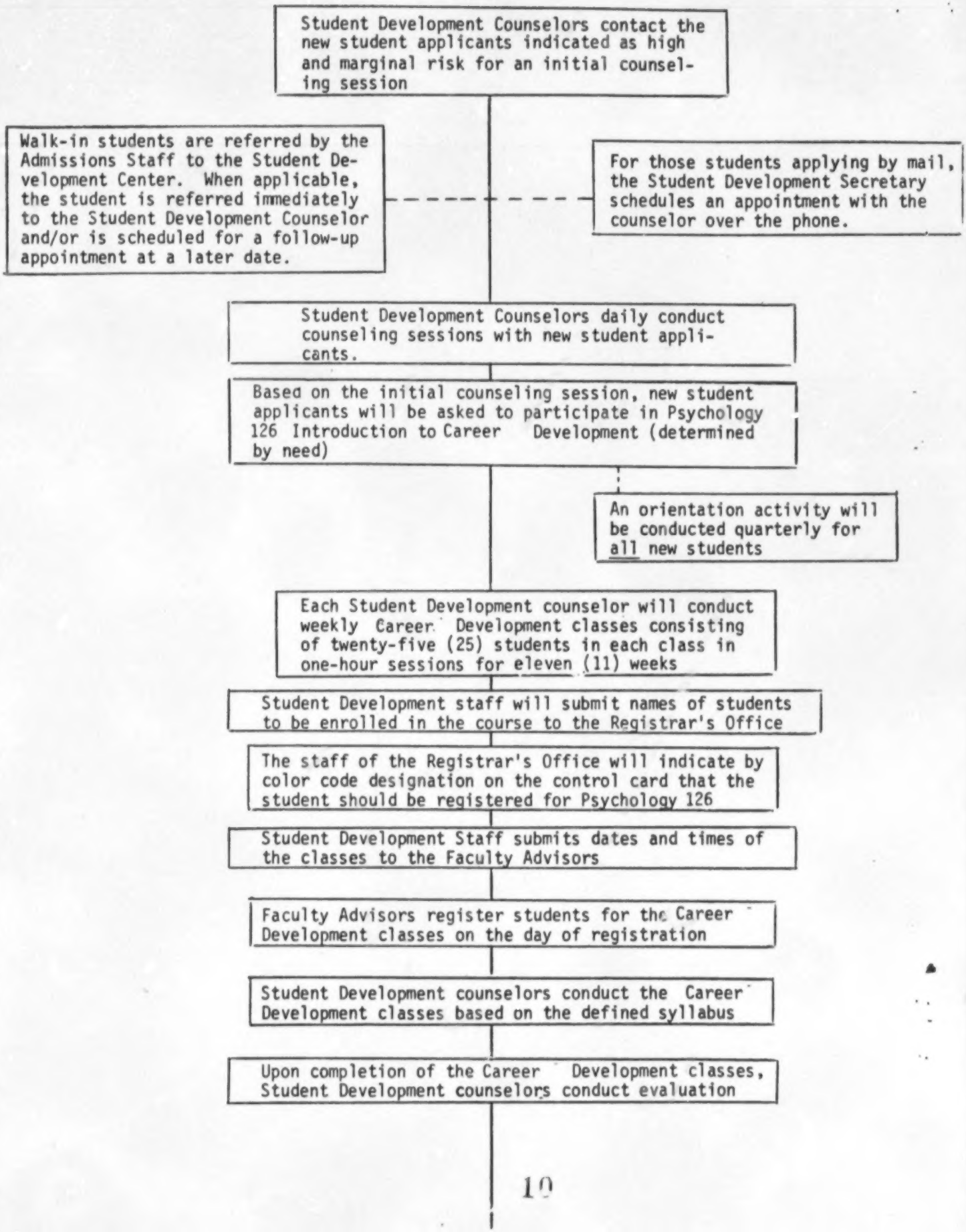
In conclusion, the Counseling Plan is designed to assist TTC students identify and modify personal beliefs and expectations about oneself as related to the world of work; to aid students in narrowing career options; to provide resources for career exploration; to reach a career decision based on identified skills, values, interests, lifestyle and job characteristics; and to equip students with systematic and efficient job seeking skills.

TRIDENT TECHNICAL COLLEGE

COUNSELING PLAN

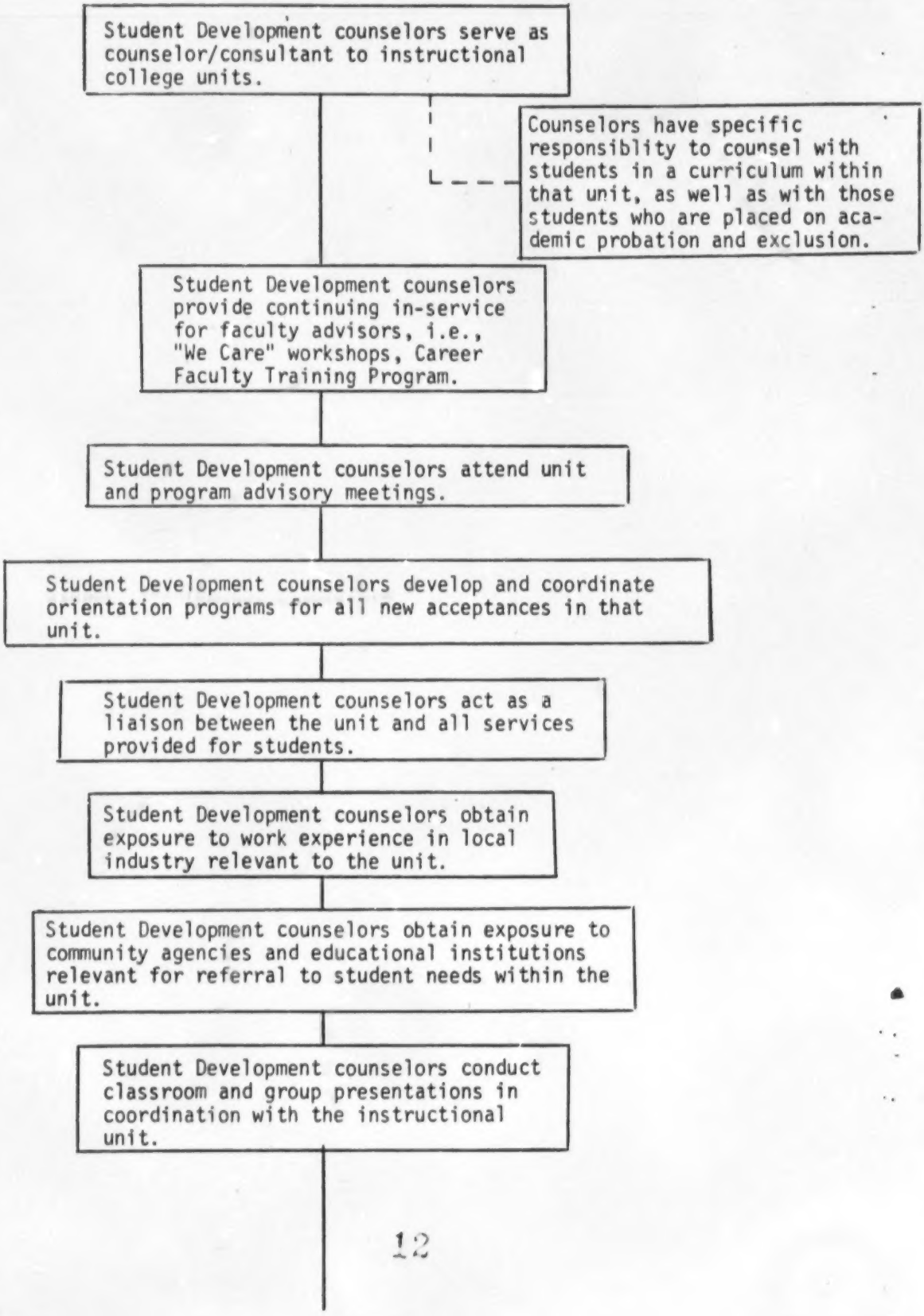
PHASE I - NEW STUDENT CAREER DEVELOPMENT


New Student Applicant completes Admissions Application and the Career and Academic Assessment Form
New Student Applicant registers in the Student Development Center for the TTC Placement Test
or
New Student Applicant submits SAT or ACT scores to the Admissions Office
New Student Applicant is administered the TTC Placement Test by the Student Development Staff
Student Development Staff scores the TTC Placement Test and completes the TTC Placement Test Score Form
Refer to TTC Placement Testing Procedures
Admissions Office Staff completes the Entry Level Admissions Form
Admissions Office Staff sends daily the Entry Level Admissions Form and the Career and Academic Assessment Form for accepted new student applicants to the Student Development Center
The forms are distributed to the Student Development counselors by instructional unit (determined by indicated curriculum)
Using the Career and Academic Assessment Form and the Entry Level Admissions Form, the Student Development Counselors establish a Student profile (High, Marginal and Low Risk)


Student Development Counselors contact the new student applicants indicated as high and marginal risk for an initial counseling session
Walk-in students are referred by the Admissions Staff to the Student Development Center. When applicable, the student is referred immediately to the Student Development Counselor and/or is scheduled for a follow-up appointment at a later date.
For those students applying by mail, the Student Development Secretary schedules an appointment with the counselor over the phone.
Student Development Counselors daily conduct counseling sessions with new student applicants.
Based on the initial counseling session, new student applicants will be asked to participate in Psychology 126 Introduction to Career Development (determined by need)
An orientation activity will be conducted quarterly for all new students
Each Student Development counselor will conduct weekly Career Development classes consisting of twenty-five (25) students in each class in one-hour sessions for eleven (11) weeks
Student Development staff will submit names of students to be enrolled in the course to the Registrar's Office
The staff of the Registrar's Office will indicate by color code designation on the control card that the student should be registered for Psychology 126
Student Development Staff submits dates and times of the classes to the Faculty Advisors
Faculty Advisors register students for the Career Development classes on the day of registration
Student Development counselors conduct the Career Development classes based on the defined syllabus
Upon completion of the Career Development classes, Student Development counselors conduct evaluation

Using the results of the evaluation, make modifications and revisions necessary for continued implementation of course

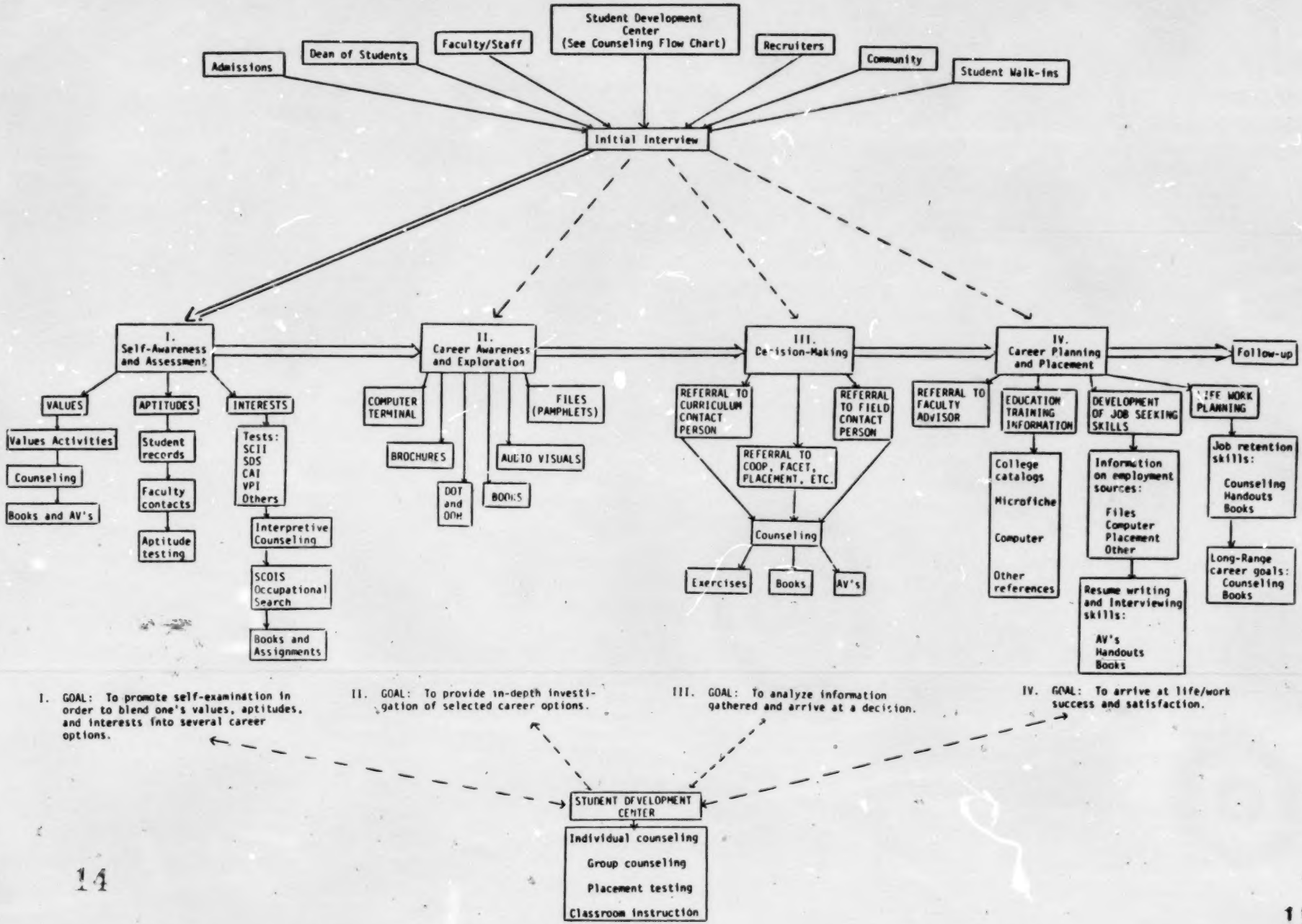
PHASE II - FOLLOW - THROUGH SYSTEM


Student Development counselors serve as counselor/consultant to instructional college units.
Counselors have specific responsiblity to counsel with students in a curriculum within that unit, as well as with those students who are placed on academic probation and exclusion.
Student Development counselors provide continuing in-service for faculty advisors, i.e., "We Care" workshops, Career Faculty Training Program.
Student Development counselors attend unit and program advisory meetings.
Student Development counselors develop and coordinate orientation programs for all new acceptances in that unit.
Student Development counselors act as a liaison between the unit and all services provided for students.
Student Development counselors obtain exposure to work experience in local industry relevant to the unit.
Student Development counselors obtain exposure to community agencies and educational institutions relevant for referral to student needs within the unit.
Student Development counselors conduct classroom and group presentations in coordination with the instructional unit.

Student Development counselors continually conduct career planning with students in order to assist them in assessing their own talents and interests and relate them to educational programming and to occupational alternatives.

Student development counselors maintain both quantitative and qualitative records for program evaluation.

# CAREER DEVELOPMENT CENTER




I. GOAL: To promote self-examination in order to blend one's values, aptitudes, and interests into several career options.

II. GOAL: To provide in-depth investigation of selected career options.

III. GOAL: To analyze information gathered and arrive at a decision.

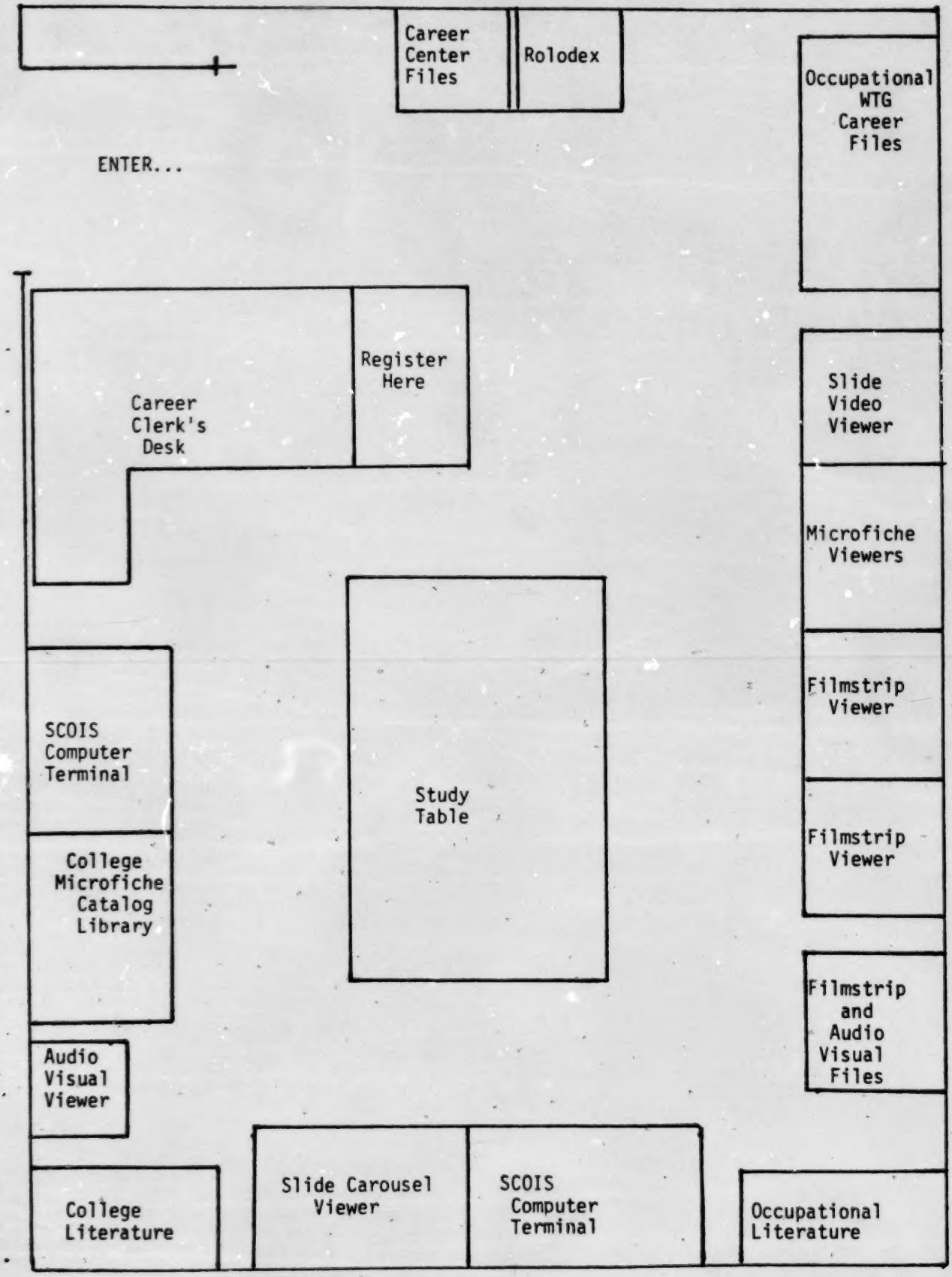
IV. GOAL: To arrive at life/work success and satisfaction.

STUDENT DEVELOPMENT CENTER

- Individual counseling
- Group counseling
- Placement testing
- Classroom instruction

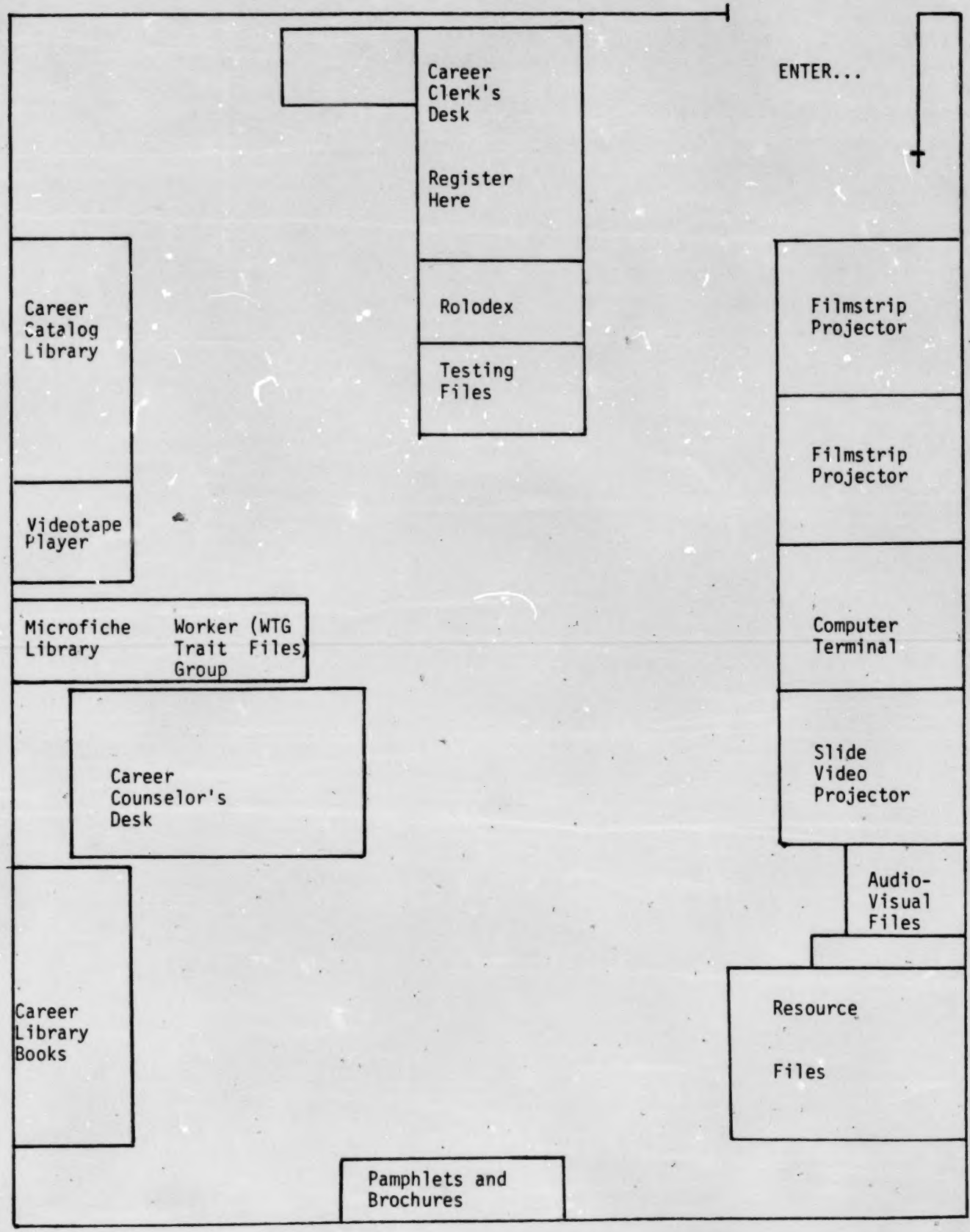
CAREER DEVELOPMENT CENTER

NORTH CAMPUS



CAREER DEVELOPMENT CENTER

PALMER CAMPUS



PSYCHOLOGY 126

Career Development

Reasoning and Career Development

This course is an introduction to Career Development concepts and college survival skills. The course will enable students to examine themselves, their interests, their abilities, and their values and relate these factors to the process of developing career goals. Students will research occupations, examine decision-making strategies, and discover methods of promoting their experiences and strengths to potential employers. In addition to career planning, students will learn how to better manage their time, how to express themselves with confidence and how to study more effectively.

OUTLINE

| | |
|---|---|
| Session 1 | Orientation to College Life |
| Session 2 | Library Orientation |
| Session 3 | Study Skills and Time Management |
| Session 4 | Self-Awareness and Self-Assessment |
| Session 5 | Self-Awareness and Self-Assessment |
| Session 6 | Career Awareness and Exploration |
| Session 7 | Career Awareness and Exploration |
| Session 8 | Career Decision-Making |
| Session 9 | Communications Skills |
| Session 10 | Career Placement |
| Session 11 | Career Planning |

SYLLABUS

Session One

Orientation to College Life

OBJECTIVES:
1. To provide information on Trident Technical College's offices and services.
2. To explain college procedures for student transactions, i. e. drop/add, withdrawal, and advising.
3. To provide students with information on the Grade Point Ratio system and how it is determined.

Session Two

Library Orientation

OBJECTIVES:
1. To learn how to use the card catalog.
2. To learn the resources available within the library.
3. To explain the Library of Congress System.
4. To tour the Library's facilities.

Session Three

Study Skills and Time Management

OBJECTIVES:
1. To provide students with effective methods for recording and using notes.
2. To show students how environments positively and negatively affect studying.
3. To promote better organization and time management.

Session Four

Self-Awareness and Self-Assessment

OBJECTIVES:
1. To help students define and understand values, interests, and abilities.
2. To help students identify and rank values.
3. To enable students to clarify personal and career interests.
4. To help students explore personal abilities.

## Session Five

### Self-Awareness and Self-Assessment

OBJECTIVES:
1. To use tests and inventories to identify occupational needs.
2. To relate abilities and values to career choices.
3. To generate a list of vocational interest areas.

## Session Six

### Career Awareness and Exploration

OBJECTIVES:
1. To explore concepts of "career," "work" and "leisure-lifestyle".
2. To identify job titles for future exploration.
3. To learn how and where to explore occupations.
4. To provide an overview of Trident Technical College's programs.

## Session Seven

### Career Awareness and Exploration

OBJECTIVES:
1. To visit the campus Career Center.
2. To experience and use career exploration resources, i.e. the computer terminal.
3. To gather data on personal occupational choices.
4. To relate job information to interests and values.

## Session Eight

### Career Decision-Making

OBJECTIVES:
1. To provide information on decision-making strategies.
2. To promote discussion and identification of individual decision-making methods.
3. To apply decision-making strategies to individual career choices.

UNIVERSITY OF CALIFORNIA
ERIC® CLEARINGHOUSE FOR
JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

JUN 13 1980

## Session Nine

### Communication Skills

OBJECTIVES:
1. To learn effective non-verbal and verbal listening skills.
2. To explain the differences between the three types of behavior, i.e. assertive, non-assertive, aggressive.
3. To help students learn more effective ways of expressing thoughts, feelings, opinions, and needs.

## Session Ten

### Career Placement

OBJECTIVES:
1. To define the process of career placement.
2. To identify job-seeking skills.
3. To examine and expose road-blocks to success.
4. To provide practical methods for getting the job.

## Session Eleven

### Career Planning

OBJECTIVES:
1. To define the purpose of career planning.
2. To provide models of career planning for examination and discussion.
3. To relate the previous career development steps to the process of planning for the future.